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ABSTRACT

Funded by the Emergency School Aid Act (ESAA), a television series on high school desegregation, "As we see it," was developed by the Chicago, Illinois public television station, WTTW-TV. The series was intended to improve understanding of social issues relating to desegregation among racially and ethnically diverse groups, and was developed with the help of student co-producer teams. The pilot program for this series was field tested on a nationwide sample of 1,245 high school students. A variety of methods were used to collect data, including a literature search; content analysis of the pilot program and of program objectives; observation of teenage audiences' behavior while viewing the program; written questionnaires; interviews with students and teachers after viewing; and followup interviews held several weeks later. The data were used to evaluate the series' appeal, students' attention, increased acceptance of cultural differences, and cognitive gains. Results indicated the potential of the series for instructional purposes and for assisting school districts concerned with desegregation. (Detailed descriptions of two segments--"Graduation Flashbacks" and "Charlie Brown"--are included). (GDC)

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FORMATIVE EVALUATION OF AN ESAA-FUNDED TELEVISION PILOT PROGRAM ON DESEGREGATION

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FORMATIVE EVALUATION OF AN ESAA-FUNDED TELEVISION PILOT PROGRAM ON DESEGREGATION

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Summary. This study demonstrates the significant role of formative evaluation in decision-making for program development. A formative evaluation was conducted for an ESAA-funded television series on high school desegregation, produced by Chicago public television station WTTW-TV in cooperation with student co-producer teams at high schools in different parts of the country.

The pilot program for the series was field-tested with a sample of over 1,200 high school students across the nation. A multi-method approach facilitated the collection of a variety of relevant data and provided balance and verification of data input concerning elements of appeal, attention holding, increased acceptance of cultural differences, and cognitive gain. Findings indicated the potential of the series for instructional purposes and for assisting school districts concerned with desegregation.

Role of Formative Evaluation in Program Development

Project Background. Under the television set-a-side of the Emergency School Aid Act (ESAA), the U.S. Office of Education funded the development and production of integrated children's television series. The series, which are multi-cultural, multi-ethnic, and in some cases multi-lingual, are intended to contribute to the reduction of minority group isolation. The series present aspects of American experiences not usually broadcast by commercial television stations.

WTTW-TV, the public television station in Chicago, was funded to produce a series of television programs on high school integration. The purpose of the series was to improve understanding of social issues relating to desegregation among racially and ethnically diverse students, teachers, and school administrators, parents, and concerned citizens in general.

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The concept of the series was innovative in that selected high school students from desegregated schools across the nation worked together with the television production staff as co-producers of the shows in the series. The students contributed their perceptions of desegregation as it occurred in their schools and communities. Assisted by a local coordinator, the students worked together in 6-7 member co-producer teams and were active participants in script and program preparation as well as in production.

Formative Evaluation. A formative evaluation of the pilot program was conducted for each of the two series of 26 half-hour television programs entitled, "As We See It-1," (Hsia & Strand, 1975) and, "As We See It-2," (Strand & Powills, 1978). The purpose of the formative evaluation was to assure the effectiveness and appeal of the pilot program for its intended audience and to contribute to the development of the remaining shows in the series. This study reports on the formative evaluation conducted this past year for the second series.

Methods

A multi-method approach to formative evaluation was used to collect a variety of relevant data. The evaluation focused on teenage audiences' attentiveness and behavior during pilot screenings, comprehension of the program's message, appeal of various elements of the pilot program, cognitive and affective changes, and the potential utility of the series for educational purposes.

The formative evaluation included a literature search, content analysis of the pilot program and program objectives, observations of teenage audiences' behavior during pilot screenings conducted in high schools across the nation, written questionnaires, post-viewing small group student interviews and teacher interviews, and follow-up interviews conducted with selected groups of students several weeks after

*The multi-method approach described in this paper was used in conducting the formative evaluation of the pilot program for each of the two series of, "As We See It."

pilot screenings. The use of a multi-method approach provided a balance of varied information and permitted verification of data input. A discussion of the use of each of these different methods in the formative evaluation study follows.

Literature Search. Conducting a literature search on key topics relating to adolescents and television was considered important for providing a broad perspective for the formative evaluation. Three areas relevant to the formative evaluation were identified for study: (1) the potential prosocial impact of television, (2) teenage audience viewing preferences, and (3) techniques for maximizing program impact. Use of the ERIC, Psychological Abstracts, and Smithsonian Science Information Exchange (SSIE) computerized data bases facilitated the literature search. Other informational resources consulted included national and local audience reports.

Content Analysis. A format for content analysis was developed to analyze the pilot program in relation to the goals and objectives formulated for the ESAA series by WTTW-TV. Also, results of the content analysis were used as the basis for formative evaluation instrument development. The components of the content analysis included: identification information, storyline, racial/ethnic groups represented, leading characters, ESAA-TV related objectives, issues raised, sources of conflict, modes of tension reduction, and the implied values of the program.

The pilot program consisted of a half-hour color television show which presented two episodes on high school desegregation; a teenage hostess commentator bridged the opening and closing of the program and the two episodes. The first, a 20-minute documentary, depicted in a series of flashbacks during graduation the experiences of high school seniors who were the first in school to experience four years of busing. The other, a five-minute comedy/

satire, depicted in humorous fantasy the stereotypes that a white teacher and a black student had of each other.

Observations of Audience Behavior. The spontaneous reactions of teenage audiences during pilot screenings provided information concerning the attention-holding power of the television program. During each pilot screening, evaluation field staff members observed and recorded scene-by-scene audience behavior. Analysis of this data later in the study made it possible to associate specific scenes with enthusiasm, attentiveness, restlessness, inattentiveness, or derisiveness. This information was related to findings of the pencil-and-paper questionnaires and to the small group student discussions.

Written Student Questionnaires. A pencil-and-paper questionnaire was used to obtain information about audience comprehension and gain in factual knowledge, audience preference (represented by social distance scores) for various members of the cast, and relative appeal of the pilot show on various content and production elements. A four page pencil-and-paper questionnaire was designed in two forms: experimental and control. The control questionnaire was to be completed by students before seeing the pilot program and the experimental questionnaire, afterwards. The control questionnaire, a shorter version of the experimental questionnaire, included identical items but omitted items relating to program appeal.

Small Group Student Discussions. Semi-structured, small group student discussions provided the opportunity for in-depth exploration of students' reactions to the pilot program. Evaluation field staff members used a series of questions to introduce discussion topics to small groups comprised of 12-15 students. Topics included the comparative appeal of the television pilot with other shows watched by teenagers, reactions to cast

members, realism of the settings, and comprehension and reaction to the "message" of the pilot program.

Teacher Interviews. Teacher interviews, conducted by evaluation field staff at the schools in the study, focused on program content relating to desegregation, program appeal, and the potential utility of the series to members of the educational community. Field staff members used a series of questions to initiate discussion in the semi-structured teacher interviews.

Follow-up Small Group Student Discussions. In order to assess program impact over a period of time, follow-up student discussions were held with several small groups of students, about one month after pilot screening. The semi-structured interviews focused on students' recall of the pilot program: its title, storyline, characters portrayed, and the main points of the program. Also, of particular interest were feelings retained by students concerning the message of the program.

Data Collection

The study was collected in two phases: (1) pre-pilot test evaluation activities, and (2) field testing of the television pilot program with a national quota sample of high school students.

Pre-Pilot Test Evaluation Activities. Phase One activities included: (1) a literature search for relevant information on the prosocial impact of television, adolescents' television viewing preferences, and techniques for maximizing viewer interest; (2) content analysis of the pilot program and program objectives; (3) development of the formative evaluation instruments; and (4) pretest and revision of the evaluation instruments.

The instruments were pretested with several classes of students in grades 9-12 at Whitney Young Magnet High School in Chicago. Students were

of varied racial/ethnic backgrounds similar to the national high school population for whom the television series was intended. Revised questionnaires were prepared for the national field test based on students' expressed reactions.

National Field Testing. The major effort of the study involved the field testing of the pilot program with a national quota sample of 1,245 high school students, stratified by geographic area (east, midwest, south, southwest, and west), type of community (urban or rural), grade (9-12), sex (male and female), and varying proportions of racial/ethnic groups (10 percent American Indian, 10 percent Asian, 30 percent black, 20 percent Hispanic, and 30 percent white). The use of quota sampling technique is considered appropriate where findings are intended to improve product effectiveness rather than to infer population variables. Findings may be applied only to subjects in the study and should not be considered representative of any population of viewers.

The national field testing was conducted at 16 high schools across the nation during a three-week period in early 1978. The field testing was conducted by staff members from various ETS regional offices. Scheduling arrangements for pilot program viewing, questionnaire administrations, and student and teacher discussions were completed prior to site visits.

Classes of all grades were administered the experimental version of the four page pencil-and-paper questionnaire after viewing the pilot program; tenth grade classes only were administered the control version after seeing the program. Field staff members recorded each viewing group's behavior during pilot screenings. After viewing sessions were completed, field staff conducted semi-structured group interviews with selected groups of students and their teachers. Followup interviews were conducted with several groups of students about one month after they had seen the pilot program.

The control group of student viewers who completed the questionnaire before seeing the pilot program was comprised of 199 tenth graders. Their responses to cognitive and social distance items were analyzed in relation to 214 tenth grade students in the experimental group. The total experimental group, whose responses provided input on program appeal, consisted of 1,046 high school students in grades 9-12.

Analyses were conducted of student responses to the written questionnaires and group discussions, audience viewing behavior, followup student interviews, and teacher discussions. Statistical tests of significance used to analyze findings included chi square, analysis of variance, and the Scheffé test.

Results

The use of a multi-method approach in formative evaluation provided information critical to informed decision-making concerning content, format, and production. A discussion of the input provided by the various methods used in this study is presented next.

Literature Search. Results of the literature search provided perspective for the formative evaluation study. Based on a review of the effects of television on viewers, it was concluded that socially valued behaviors could be communicated through television and that the medium could serve as an important socializer of viewers (Leifer, Gordon, and Graves, 1974). Studies of television program effects showed that television could: (1) foster citizenship among adolescents ("CBS National Citizenship Test," Alper and Leidy, 1970); (2) encourage more positive attitudes toward school and members of other races ("Sesame Stree," Bogatz and Ball, 1971); and (3) promote other socially valued messages appearing in "Fat Albert" and "The Globetrotters" (New York Times, June 12, 1975).

In considering the social impact of television, Lesser (1974) empha-

sized its potential for providing viewers with a source of shared experience and televised role models. Research evidence cited by Lesser showed that learning could occur by "modeling"--that is, simply by watching and listening to others, and that modeling could affect various behaviors such as the tendency to initiate social contact with peers.

Findings on adolescent television viewing preferences indicated that situation comedies attracted the largest audiences in all categories of viewers and that comedies, action adventure, and action dramas were preferred most by teenagers. Also, teenage minority group members were found to prefer shows which featured their own racial/ethnic groups. Leifer (1974) found that in recent years television audiences have been more receptive to programs which feature minority characters as well as programs presenting socially accepted and valued behaviors. However, according to audience viewing estimates, one thing teenagers of all racial/ethnic groups have in common is their preference for shows with teenagers.

Gans (1968) found that adolescents preferred entertainment over informational shows but were willing to be informed by the right kind of program. Himmelweit, Oppenheim, and Vince (1962) suggested that information programs could be made more appealing to viewers by incorporating techniques used for entertainment shows such as creation of suspense, greater use of action sequences, and the conscious building up of star qualities of principal performers.

Other effective television techniques reported by Lesser (1974) included: appealing music, sound effects, attractive and realistic settings, variety of camera techniques, voice-overs, stop action, close-ips, long shots, matched dissolves, and diversity of program elements such as provided by a magazine format. Some of the things Lesser found that children didn't

like in television included: contrived and unrealistic scenes, "talking heads," and talk not directed at their level.

Content Analysis. Results of the content analysis are presented on the following three pages. In addition to the descriptive information provided for the two episodes of the pilot program, attention was focused on the ESAA-TV related objectives, relevant issues identified, sources of conflict, modes of tension reduction, and implied values.

Observations of Audience Behavior. Analysis of the pilot viewing group observation records, completed by field staff members, indicated that the over 1,200 student viewers were generally attentive and enthusiastic during the pilot screenings. Table 1, on page 14, indicates that of the total number of observations, 87 percent were recorded in these two viewing categories. However, not all student viewing groups were equally enthusiastic or attentive, particularly ninth grade junior high school students who were observed to be more restless during pilot screenings than senior high school students and also those whose racial/ethnic groups were not represented in the program.

A proportionately higher level of viewer restlessness and inattention was observed during the opening and closing sequences of the half-hour program. Initial restlessness subsided as students became more attentive to the opening commentary of the hostess.

The "Graduation Flashbacks" episode included 15 different flashback sequences on high school desegregation. Student viewers were particularly enthusiastic during the flashback sequences on achievement of minority students, anxiety of white students, and the integrated band, which presented music, action, and good intergroup relations. Audience restlessness and inattentiveness were heightened toward the closing sequences of "Graduation Flashbacks." (Many students later commented that they thought this episode

CONTENT ANALYSIS: PILOT PROGRAM

"AS WE SEE IT - 2"

Segment 1: "Graduation Flashbacks" (Time: 20:17)

Source: Pontiac Central High School (Pontiac, Michigan)

Type: Documentary

Storyline: Depicts, in a series of flashbacks during the valedictory address at graduation the recollections of Pontiac high school seniors of varied racial/ethnic backgrounds. The 1975 graduating seniors were the first students to graduate from Pontiac Central High School after four years of school busing. The graduates recall both happy and unhappy aspects of their desegrated school experience Although some problems still existed, intergroup relations had greatly improved.

RacialEthnic Groups Represented:
Black, Latino, White

Leading Characters:
Valedictorian, graduating seniors

ESAA-TV Related Objectives:

- To have high school students express their views of race and prejudice to other high school students.
- To help viewers identify the origin of feelings of conflict in high schools.
- To show teen-age viewers what can be accomplished through interpersonal/interracial relations.
- To demonstrate that commonality of feeling and opinion does cross racial/ethnic lines.
- To encourage teen-age viewers to identify with each other as teens rather than along racial/ethnic lines.
- To encourage teen-age viewers' curiosity about one another.
- To provide televised role models.

Issues Identified:

Abilities
Busing
Community resistance
Cultural heritage
Desegration vs integration
Future plans
Interracial friendship
Music
Race relationships
Self-segregated seating
Stereotyping
Student athletics
Student expectations
Teacher expectations

CONTENT ANALYSIS: PILOT PROGRAM

(continued)

Sources of Conflict:

Resistance to busing by parents and other community members erupted into violence which spilled over into the newly desegregated high school. This resulted in greatly strained relations between students of different racial/ethnic backgrounds and made difficult the implementation of desegregation in the high school.

Modes of Tension Reduction:

- Identified origin of feelings of conflict in high school.

- Provides televised role models of students adjusting to desegregation.

Implied Values-Specific:

- Desegregation was implemented in Pontiac despite the outbreak of violence by parents and other white community members.

- Community violence affected the relationships of minority and non-minority teenagers and made difficult implementation of desegregation at Pontiac Central High School.

- Despite mixed feelings about the four years of integrated high school experience, many positive changes occurred in students' perceptions of themselves and others.

- Although intergroup relations of the high school students improved over the four years of integrated schooling, they will continue to improve further with successive student bodies.

Implied Values-General:

- People of different racial/ethnic groups should be judged on their own individual merits and abilities without stereotyping them.*

- Learning to get along with members of other racial/ethnic groups in high school is helpful preparation for later life.

*From among curricular concepts formulated for effective intergroup education (Wright, 1965).

CONTENT ANALYSIS: PILOT PROGRAM

(continued)

Segment 2: "Charlie Brown" (Time 5:00)

Source: Washington High School (Portland, Oregon)

Type: Comedy/Satire

Storyline: Depicts the stereotypes that a teacher and student of different racial/ethnic groups have of each other. The teacher fantasies that she is able to transform the student and other students in class into what she considers to be "the ideal student" in terms of dress and classroom behavior. The student imagines that the teacher is like all other teachers who have not accepted him as an individual. However, the point is made that students and teachers actually come in many different sizes, shapes, and colors and that they really are not alike.

Racial/Ethnic Groups Represented:

Black, White

Leading Characters:

Student, teacher

ESAA-TV Related Objectives:

To help viewers identify the origin of feelings of conflict in the high school.

Issues Identified:

Dress code
Life styles
Stereotyping
Student expectations
Teacher expectations

Sources of Conflict:

Teachers and students of different racial/ethnic groups frequently think of each other in terms of stereotypes.

Modes of Tension Reduction:

Presents an exaggerated example of student/teacher stereotyping in a humorous manner.

Implied Values-Specific:

Stereotyping persons of other racial/ethnic groups by students or teachers is counterproductive to the establishment of meaningful interpersonal relationships and the attainment of desired educational goals.

Implied Value-General:

Persons should be judged on their individual merits and abilities without stereotyping them.*

*From among curricular concepts formulated for effective intergroup education (Wright, 1965).

Table 1

GENERAL BEHAVIOR OF STUDENT VIEWER GROUPS (N=40) DURING SCREENING:

PERCENT OF GROUPS FALLING INTO EACH BEHAVIOR CATEGORY

FOR PILOT PROGRAM SEQUENCE*

Program Sequence	Student Behavior:				
	Enthusiastic	Attentive	Restless	Inattentive	Derisive
Opening intro:	--	77.5%	20.0%	2.5%	--
Hostess:	--	90.0	10.0	--	--
Start of graduation:	4.9%	87.8	7.3	--	--
Valedictorian begins:	.0	95.0	--	--	--
Busing - 1971:	7.5	92.5	--	--	--
Peer relationships:	7.0	86.0	2.3	2.3	2.3%
Ethnic studies:	2.5	95.0	--	2.5	--
Academic achievement:	45.0	52.5	--	2.5	--
Dancing; social relations:	10.0	87.5	--	--	2.5
Student athletics:	7.5	82.5	7.5	--	2.5
Busing - 1975:	5.1	89.7	2.6	--	2.6
Anxiety:	23.8	64.3	7.1	--	4.8
Homecoming:	--	90.2	7.3	2.4	--
Inter. friendships; peer pressures:	4.9	87.8	7.3	--	--
Band:	12.8	82.1	5.1	--	--
Self-segregated seating:	--	87.8	12.2	--	--
Future plans:	--	73.8	23.8	2.4	--
Mixed reactions:	2.3	77.3	13.6	4.5	2.3
Valedictorian closes:	--	75.0	18.2	4.5	2.3
End of graduation:	4.8	69.0	23.8	--	2.4
Hostess:	--	60.5	31.6	7.9	--
Introduction - Charlie Brown:	29.3	70.7	--	--	--
Class begins:	7.5	87.5	5.0	--	--
Teacher's reactions:	23.1	71.8	5.1	--	--
Teacher's fantasy:	68.3	26.8	2.4	--	2.4
Class ends:	10.0	87.5	2.5	--	--
Hostess:	--	77.5	15.0	7.5	--
Closing:	--	28.2	46.2	25.6	--
Total:	10.0%	77.0%	9.9%	2.3%	.9%

*Based on Pilot Viewing Group Observation Records

Note--Due to statistical rounding, row total percents may sometimes equal 99 or 101.

was too long.) Attention and enthusiam increased again with the showing of the "Charlie Brown" episode. Student enthusiasm was high and smiles and laughter were observed throughout the brief comedy satire of student-teacher stereotyping.

Written Questionnaires: Program Appeal. Students received the program favorably and were impressed with its realism and the input of the student co-production teams. Student ratings for various content and production aspects of the program ranged from "good" towards "very good." The Charlie Brown" episode received slightly higher ratings than did "Graduation Flashbacks."

The ratings of student subgroups when considered by racial/ethnic background, geographic region, race, grade level, type of community, and type of school attended (integrated or nonintegrated) were similar across the two episodes and the program series. Black students tended to rate the program higher than did students of other racial/ethnic subgroups, whereas Asian students tended to rate the program lower than other subgroups. (Many Asian students who viewed the pilot program expressed their disappointment at not being represented in the pilot show.)

Also, the ratings of students in the West and Southwest were lower than other subg[illegible] girls rated the program higher on all aspects than did boys; eleventh and twelfth grade students rated the program higher than those in ninth and tenth grades; students attending integrated schools tended to rate the program higher than those attending nonintegrated schools. Relatively few urban-rural differences were observed.

An open-ended item on the student questionnaire invited responses from the student viewers. Somewhat more than one-fourth of the student viewers responded to this item. There was a wide range of comments from highly posi-

tive ("great," "very real," "important to all students") to negative ("too goody-goody," "didn't turn me on," "melodramatic"). However, the largest proportion of comments were positive and neutral. Of the total number of student viewers (experimental), 78.2 percent indicated that they would like to see the rest of the shows in the series.

Written Questionnaires: Social Distance. The formative evaluation was also concerned with the acceptance of prototype characters in the "As We See It" series by control and experimental groups of students viewers, as well as by students of diverse characteristics. The student questionnaire asked students to rate their likes and dislikes of five key student characters in the program on several dimensions: (1) as a friend, (2) as someone to work with on a class project, (3) as a member of one of their school's sports teams, and (4) as their class president.

Experimental student group viewers responded to the acceptance-rejection items after seeing the pilot program; the control group, before. An album of cast members' photographs was used. Responses to social distance items showed that students' acceptance of cast members of other racial/ethnic groups increased after seeing the program. Although some differences were observed, findings disclosed a high similarity in the acceptance-rejection rankings of cast members by student viewers of varied racial/ethnic backgrounds.

Written Questionnaires: Knowledge and Comprehension. Findings from the written questionnaires indicated that the program could positively influence student learning. The proportion of experimental viewers who chose the correct response was significantly higher on 7 of 8 knowledge and comprehension items. Findings indicated that the pilot program was effective in presenting information on high school desegregation that the intended viewing audience could understand and learn from.

Student Group Discussions. Student discussions provided student viewers with the opportunity to react in depth to various program aspects. Students, for the most part, reacted positively to both episodes of the pilot program and found each good in its own way. Many students preferred "Graduation Flashbacks" because of its realism in portraying students' changing attitudes in a newly desegregated school and because it told the "story of prejudice" better than "Charlie Brown." However, many other students preferred "Charlie Brown" because the episode was funny, had lively music, and was more entertaining.

Students found the graduation, school, and classroom scenes to be very realistic, were impressed with the members of the cast and found them very believable, and comprehended what the show was trying to tell viewers. Students paraphrased the message of the show in many ways during the discussions. The most simply stated comment was: "It shows how prejudice can gradually fade away as we work together and begin to relate to each other as people ("Graduation Flashbacks") and "It shows how stereotyping can affect the behavior of people who are being stereotyped ("Charlie Brown").

Student Discussions: Attitude Towards Integration. Many student discussants could not help but compare their own school desegregation experience with the situations presented in the pilot program. Some students attended schools that had been integrated for many years and others attended schools with other students mostly of the same racial/ethnic backgrounds as themselves. Whereas some students found the program "very real," others pointed out that, "things don't always run that smoothly." Still other students were envious of the high school intergroup relations portrayed in the pilot program and wished that they could attend a school like that.

Student Followup Discussions: Recall. Followup interviews with several small groups of students at Vineland High School in New Jersey indicated that

a lasting impression had been created by the program content and the roles played by the student actors and actresses. Although students did not recall the name of the television series or of the main characters, they did remember the main points of the show--how the graduating seniors had changed as a result of attending a desegregated school, discovered that people could get along together, and made new friends. They recalled that "Charlie Brown" had been about stereotyping. Students reported that watching, "As We See It," left them with feelings that "prejudice is a problem that takes a lot of work to solve but it can be solved."

Teacher Discussions. On the whole, teachers were favorably impressed with the pilot program and felt that having students write, act, and co-produce the, "As We See It," series was an excellent concept and would serve to assure the relevance of the television series to its target audience.

"Graduation Flashbacks," was described as a "fine documentary" and "Charlie Brown," as "a cute comedy with a point to it." Teachers' reactions to the program were similar to students' reactions in other respects, as well. Teachers indicated that the series could provide a fine supplement to many subject areas such as history, civics, psychology, sociology, English, drama, and human relations. They felt the series would be more useful if accompanied by a teacher's handbook or guide. Teachers also saw the series being used for: mini-courses, PTA meetings, inservice reacher workshops, community agenciea, church groups, and neighborhood associations.

Viewer Responses in Relation to Project Goals. From the observed viewers' written and oral responses, it was concluded that the following WTTW-ESAA objectives were fully or partially fulfilled with the pilot program for the second series of, "As We See It:"

(1) To have high school students express their views of race and prejudice to other high school students.

(2) To show teen (viewers) what can be accomplished through interpersonal/intergroup relations.

(3) To demonstrate that commonality of feeling and opinion does cross racial/ethnic lines

(4) To help viewers identify the origin of feelings of conflict in high schools.

(5) To encourage teens to identify with each other as teens, rather than along racial/ethnic lines.

(6) To encourage teens' curiosity about one another.

(7) To provide televised role models.

Conclusions and Recommendations

The multi-method approach provided a balance of varied information and permitted verification of data input concerning program elements of audience appeal, attention holding, increased acceptance of cultural differences, and cognitive gain. Based on the findings of the formative evaluation, it was concluded that the WTTW-ESAA television series would be favorably received by many high school students of different racial/ethnic backgrounds and that the series could assist local districts concerned with desegregation and foster better understanding among racially and ethnically diverse students, teachers, and concerned community members.

Recommendations, intended to improve the impact of the series, focused on aspects of production, distribution, and promotion of the, "As We See It," series. To increase the general appeal of the series, it was recommended that: various production techniques identified in the literature search be used, that as many representative students of varied racial/ethnic backgrounds as possible be included in each episode, that students of different racial/ethnic backgrounds be provided with appropriate role models that they could identify with, and that overly long episodes be avoided.

It was also recommended that the television series: emphasize global concepts pertaining to integration rather than small bits of factual information, include problem solving and resolution of conflicts, and consider affective as well as cognitive information to relay to target audiences.

Recommendations pertaining to distribution and promotion included the following: consider broadcasting the series during school hours (teachers felt the program would be more effective for students if shown in school and followed up by group discussion), make the series available for off-the-air viewing in videocassette and/or film versions, develop a Teacher's Guide that could enhance the use of the program, consider packaging as a mini-course, and disseminate information to maximize viewing of the series by its intended audiences.

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